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Those who submit to this discipline become the practical people, who are chiefly occupied in attaining ends, while the poetic people are absorbed in receiving and realizing experiences. Or, to use Mr. Eastman's initial illustration, the poetic type of person is interested in crossing the river on a ferry-boat, the practical type is merely interested in getting across. The poetic process is essentially one of realizing the experience at hand, not merely adjusting oneself to it.

This is the primary thesis of Mr. Eastman's book, and we can therefore understand at once why "Of all things poetry is most unlike deadness," why it demands the mood of leisure, the capacity for "vigorous idleness," and the spirit which revolts against custom and routine. Because it demands leisure, poetry has in this age grown aristocratic and feminine, and must depend for its democratization upon "a drastic redistribution of the idle hours."

Reading this book should serve as a delightful means whereby the person who does not care for poetry might find out what it really is. One wishes that children in the schools could have poetry administered to them by teachers who had such a broad, vital, and fundamental notion of it as this. There would then be fewer "practical men," who have no part in our inheritance of English poetry, fewer college students who read it only under the compulsion of class requirement.

The chapter on "Poetry Itself," was made brief, Mr. Eastman explains, "because it contributes little to what is already contained in other books." But the reader who has followed with delight the unconventional and genuine thinking of the previous chapters is disappointed. Why not encounter at first hand these problems also? A more searching analysis of the so-called formal elements of poetry might, one feels, have yielded results altogether commensurate with those achieved in the handling of the larger aspects of the subject.

Mr. Eastman's delightful scorn of education in general and of the teaching of literature and of the ancient figures of speech in particular makes joyous reading, but leaves, at least in the academic mouth, a taste of unfairness, or perhaps rather a suggestion that the writer is not familiar with more recent developments in these fields.

Such minor criticisms, however, seem ungracious in the presence of this genuine contribution to a sound and large estimate of the great fact of poetry. Its easy discursive style, intershot with vivid images and singularly expressive phrases, should give its ideas wide currency and thus make possible for more of us the use of "the poetry of words . . . as a means toward the poetry of life."

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A Textbook in the History of Modern Elementary Education. By SAMUEL CHESTER PARKER. Boston: Ginn & Co., 1912. Pp. xxiv+505.

At the present time there is a general opinion among educators that the history of education must justify itself. A *Kulturgeschichte*, a diluted history

of philosophy, a series of biographical sketches, or an account of educational theories may be interesting and have its place in a liberal education, but it is no longer to be considered a history of education, and those interested in training teachers are beginning to insist that it has little value for their work. There is, accordingly, an evident demand for a textbook that will genuinely function, and, without formulating it in this way, Dean Parker has undertaken to furnish such a work. To accomplish this, his book seeks especially to emphasize (1) the developments of actual school practice, (2) English and American conditions, and (3) changes since the eighteenth century. In this he has admirably succeeded. The book steers clear of both the Scylla of unsupported generalizations and pseudophilosophic interpretations and of the Charybdis of dead-level detail that have destroyed many a fair historical craft. Where educational events or theories have had no appreciable effect upon the administration, content, or method of education, Mr. Parker does not give an account of them for the mere sake of exhausting the subject (and the reader), nor does he strive for an impossible condensed description. Instead, he frankly dismisses them from his discussion. Yet he seems to feel the need of perspective and attempts to give all procedure its appropriate setting in the social conditions and underlying theories of the time.

The main division of this history of elementary education is based upon the transfer of schools from ecclesiastical, which Mr. Parker describes as "religious," to civic and national, which he calls "secular," control. This terminology is likely to prove misleading, but the discrimination is essential and the method of approach indicates the universalizing and centralizing process that has fundamentally characterized the development of modern education. The description throughout is clear and interesting, but the author evidently has in the past given more study to Parts II and III and understands their field better than that included under Part I. Chaps. viii and ix are especially strong. Mr. Parker gives the impression of having lived with his *Emile*, and he seems to have a broader conception of the significance of Rousseau to the history of education than anyone who has yet written on the subject, without excepting Morley, Davidson, Monroe, or Boyd. He appreciates the importance of Pestalozzi's social reform, except that there is no mention of its relation to the education of defectives, and yet is not overcome with sentimentality concerning that great teacher's love for little children. The tracing back of standard American textbooks on geography, arithmetic, language, and elementary science to the objective methods of Pestalozzi, and the account of the formalized and degenerate object teaching that has exercised so baneful an influence upon school practice, constitute most profitable departures from the beaten path. In his treatment of Herbart and Froebel, the author reacts almost too strongly to the common overemphasis upon the metaphysics of these writers. In fact, Mr. Parker seems to be something of a *philosophobe*, if one may coin a word after the Worcester school. It is well to show that Herbart's tutorial experience furnished the basis for his pedagogy, and that his system of metaphysics was

an afterthought, but a brief description of his graphic psychology would at least have aided the student in understanding his educational theories, especially "apperception," "interest," and the "moral aim of education." Nor is it true that "according to his [Herbart's] metaphysics, the possibilities of education are unlimited," while "according to his pedagogy, the teacher must keep constantly in mind the limitations of education" (p. 381). The parenthetical phrase, "as generally interpreted," somewhat saves this statement, as both adherents and opponents of Herbart have been singularly blind to his appreciation of the innate and instinctive, but his interpreters have overlooked this feature in his psychology, as well as in his pedagogy, and it is as apparent in the one as in the other. Again, Mr. Parker is one of the few who have brought out the influence of Froebel upon educational practice in all stages of education today, and have not lost the clue of "motor expression" and "social participation," with their effect upon the development of "manual training," "busy work," etc., in the maze of idealism, romanticism, and *Naturphilosophie*. But is it fair to state that, although "Froebel probably derived his educational theories to a considerable extent from his fundamental philosophy, and they were consistent with it, since most students do not know or understand the theories or the history of modern philosophy, it is not worth while here to attempt to study Froebel's philosophy in order better to understand how he explained his educational belief"? This, however, is apparently to be understood somewhat in a Pickwickian sense, for Mr. Parker himself proceeds at once to give the gist of Froebel's philosophy (p. 433), to show its origin and significance (p. 435), and to discuss at some length the value of his mysticism and symbolism (pp. 439-41 and 458-60).

This reception at the back door of material rejected at the front, however, is only an exaggeration of Mr. Parker's characteristic method of presentation, which is psychological rather than logical. While he seems, in the case of Froebel, to have created the impression of an unsolvable mystery, and at other times his psychological treatment dislocates a subject, as in the history of special subjects in the curriculum, generally speaking, this method of procedure proves most natural and attractive. Mr. Parker has written his text upon the model of a well-conducted recitation, and fully justifies himself as a professor of educational method. The book is, however, occasionally marred by infelicities in style. For example, one might question the mixed construction in the second paragraph on page 222, and the repeated use of the first personal pronoun (pp. 362, 380, 409, 413, 424, etc.) in a narrative otherwise in the third person, although it is done, strangely enough, in the interest of scholastic modesty. A few slight inaccuracies also appear. If Mr. Parker followed present-day debates in ecclesiastical circles, he would not equate the English Church with the Episcopal (p. 228). It was Joseph Neef, not "Naef" (pp. 288, 297, 500), who taught at Burgdorf and became his master's disciple in America, although Elizabeth and Conrad Naef were among those associated with Pestalozzi. And while the book bears evidence of great care, there are

still some inadvertencies on the part of the author, or "improvements" introduced by the printer; such, for example, as: controled (p. 208), Quick, P. H., for "R. H." (p. 224), pole tax (p. 262), Strassberg (p. 313), National Teacher's Association (p. 332), Levy for "Levi" (p. 370), and the studies (for "study") of the historical subjects (p. 393).

The criticisms above may, however, seem pedantic and captious, in view of the real merit of the book. Mr. Parker's text is, in general, the type of "thing we long have sought, and mourned because we found it not." It will be of real service in training teachers, especially for elementary grades. The brief statement of the main points at the beginning of each chapter will greatly assist the student in his reading and will prove an excellent means of reviewing and making the connections between various parts of the book. The illustrations have been well chosen and will often heighten the reader's mental picture. The author has been fortunate in being able to draw upon the invaluable Plimpton collection and other sources for his visual material. From the *Tower of Knowledge* of Gregorius Reisch, which first appeared in 1504, to the most modern examples of constructive work in the Dewey experimental school, the illustrations are pertinent, clear, and attractive.

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General Science. By BERTHA M. CLARK. New York: American Book Co., 1912. Pp. 352. Illustrated. Laboratory manual for the same. Pp. 96.

General Science, as the name would signify, is a book containing material from a number of sciences. The chief topics included are mechanics, heat, light, electricity, hygiene, applied chemistry, and physiography. As may be seen from this list, there is no attempt to include any botany or zoölogy as such, though yeasts and molds are dealt with in connection with hygiene and chemistry.

Since the author has dispensed with the traditional divisions of material it is interesting to note her standard of selection. In the preface we find a statement of this: "No claim is made to originality in subject-matter. The actual facts, theories, and principles used are such as have been presented in previous textbooks of science but the manner and sequence of presentation are new, and, so far as I know, untried elsewhere. These are such as in my experience have aroused the greatest interest and initiative, and such as have at the same time given the maximum benefit from the informational standpoint."

As usefulness and interest determine the subject-matter, so do interest and simplicity determine the method of presentation. The book is certainly interesting, and simple enough to be used by a seventh-grade pupil with appreciation. For an example of its style and method I quote the following discussion of the expansion of solids which follows a similar discussion on liquids: "Not only liquids are affected by heat and cold but solids also are subject to similar